

## 4-H Healthy Living Update

December 6, 2011

### Curriculum & Programming Resources

#### **U.S. ED's Announces the Creation of an Office of Early Learning to be Housed in the Office of Elementary and Secondary Education**

The U.S. Department of Education recently announced a proposal to create an Office of Early Learning, tasked with overseeing the Race to the Top-Early Learning Challenge (<http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html> ) Grants and coordinating early learning programs across the Department. The proposal names Senior Advisor for Early Learning Jacqueline Jones as head of the new office, which will operate within the Department's Office of Elementary and Secondary Education (OESE). The announcement was made public November 4, 2011 during Jones's remarks to early learning educators and advocates nationwide at the National Association for the Education of Young Children (<http://www.naeyc.org/>) annual conference, held this year in Orlando, Fla. As the Department's leading official on early learning, Jones oversees the Race to the Top-Early Learning Challenge, a competitive grant program jointly administered by the U.S. Departments of Education and Health and Human Services. Launched last May, the Race to the Top-Early Learning Challenge encourages States to create comprehensive plans to build coordinated statewide systems that will improve early learning and development programs so more children, especially those with high needs, will enter kindergarten ready to succeed. On October 20, the Department announced that 35 states, D.C. and Puerto Rico submitted applications (<http://www.ed.gov/news/press-releases/35-states-dc-and-puerto-rico-submit-applications-race-top-early-learning-challen>) to the program. Winners will be named in December. Further details on staffing and office operations will be available in the coming months.

#### **U. S. Department of Justice's Office on Violence Against Women will soon Announce the FY 2012 Services, Training, Education and Policies to Reduce Sexual Assault, Domestic Violence, Dating Violence and Stalking in Secondary Schools Grant Program Solicitation**

The Services, Training, Education and Policies to Reduce Sexual Assault, Domestic Violence, Dating Violence and Stalking in Secondary Schools Grant Program, hereafter referred to as the STEP Program, was created by the Violence Against Women Act of 2005 (VAWA 2005) to support middle and high schools to develop and implement effective training, services, prevention strategies, policies, and coordinated community responses for student victims of sexual assault, domestic violence, dating violence and stalking. Eligible Applicants are limited to: 1) Public, Charter, Tribal, or Nationally Accredited Private Middle or High Schools; 2) Schools administered by the Department of Defense; 3) Groups of middle and/or high schools (2 or more); or 4) School Districts. For more information, please visit: <http://www.ovw.usdoj.gov/docs/grant-program-solicitation.pdf> or call Latinisha Lewis at 202-353-9167. To apply for funding, please visit [www.grants.gov](http://www.grants.gov).

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### Research & Evaluation Resources

#### **HHS' NIH-Funded Studies Show that Limits on Night-driving, Teen Passengers, Further Reduces Deaths--Graduated Drivers Licensing Programs Reduce Fatal Teen Crashes**

Programs that grant privileges to new drivers in phases — known as graduated licensing programs — dramatically reduce the rate of teen driver fatal crashes, according to three studies

funded by the National Institutes of Health. Such graduated licensing laws were adopted by all 50 states and the District of Columbia between 1996 and 2011. The NIH-supported research effort shows that such programs reduced the rate of fatal crashes among 16- 17-year-olds by 8 to 14 percent. Reductions in fatal crashes were greatest in states that had enacted other restrictions on young drivers. The greatest reductions in young driver crashes were seen in states that had adopted graduated driver licensing laws in combination with mandatory seat belt laws or laws requiring a loss of the driver's license as a penalty for possession or use of alcohol by youth aged 20 or younger. In addition, limiting driving at night or with teenaged passengers, in combination with graduated licensing laws, had greater reductions in overall crash rates involving teen drivers than graduated licensing laws alone. For all three studies, the researchers analyzed data from a national database of information about fatal crashes maintained by the National Highway Traffic Safety Administration (<http://www-fars.nhtsa.dot.gov/Main/index.aspx>). SOURCE: the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD): The NICHD sponsors research on development, before and after birth; maternal, child, and family health; reproductive biology and population issues; and medical rehabilitation. For more information, visit the Institute's website at <http://www.nichd.nih.gov/>. About the National Institutes of Health (NIH): NIH, the nation's medical research agency, includes 27 Institutes and Centers and is a component of the U.S. Department of Health and Human Services. NIH is the primary federal agency conducting and supporting basic, clinical, and translational medical research, and is investigating the causes, treatments, and cures for both common and rare diseases. For more information about NIH and its programs, visit [www.nih.gov](http://www.nih.gov).

### **HHS' NIH's NIDA-Funded Research in Mice Shows that Nicotine Primes the Brain to Enhance Cocaine's Effects Study Examines Nicotine as a Gateway Drug**

A landmark study in mice identifies a biological mechanism that could help explain how tobacco products could act as gateway drugs, increasing a person's future likelihood of abusing cocaine and perhaps other drugs as well, according to the National Institute on Drug Abuse (NIDA), part of the National Institutes of Health. The study is the first to show that nicotine might prime the brain to enhance the behavioral effects of cocaine. To examine whether the results from this study paralleled findings in humans, the researchers reexamined statistics from the 2003 [National Epidemiological Study of Alcohol Related Consequences](#) to explore the relationship between onset of nicotine use and degree of cocaine dependence. They found that the rate of cocaine dependence was higher among cocaine users who smoked prior to starting cocaine compared to those who tried cocaine prior to smoking. The study, and a perspective by NIDA Director Dr. Nora D. Volkow, can be found online at:

<http://stm.sciencemag.org/www.drugabuse.gov/drugpages/cocaine.html>. For more information on nicotine and cocaine, go to: [www.drugabuse.gov/drugpages/nicotine.html](http://www.drugabuse.gov/drugpages/nicotine.html). The National Institute on Drug Abuse is a component of the National Institutes of Health, U.S. Department of Health and Human Services. NIDA supports most of the world's research on the health aspects of drug abuse and addiction. The Institute carries out a large variety of programs to inform policy and improve practice. Fact sheets on the health effects of drugs of abuse and information on NIDA research and other activities can be found on the NIDA home page at: [www.drugabuse.gov](http://www.drugabuse.gov). To order publications in English or Spanish, call NIDA's DrugPubs research dissemination center at 1-877-NIDA-NIH or 240-645-0228 (TDD) or fax or email requests to 240-645-0227 or [drugpubs@nida.nih.gov](mailto:drugpubs@nida.nih.gov). Online ordering is available at: <http://drugpubs.drugabuse.gov>. NIDA's media guide can be found at: <http://drugabuse.gov/mediaguide/>.

## **U. S. ED and DOD to Launch “Learning Registry” Tools and Community – Federal Agencies Release Research Project to Share Learning Resources and Policy Recommendations From the National Education Technology and Broadband Plans**

The U.S. Departments of Education and Defense announced on November 7, the launch of “Learning Registry,” an open source community and technology designed to improve the quality and availability of learning resources in education. The launch is an important milestone in the effort to more effectively share information about learning resources among a broad set of stakeholders in the education community. “Learning Registry addresses a real problem in education, by bridging the silos that prevent educators from sharing valuable information and resources,” said Secretary of Education Arne Duncan. “The Registry also allows content developers, curriculum coordinators, principals, counselors, and everyone else who supports good teaching in the classroom to benefit from the combined knowledge of the field.” The project was made possible by a \$2.6 million investment, with the Departments of Education and Defense contributing \$1.3 million each to the effort. A recording of the event will be made available on the U.S. Department of Education's website ([www.ed.gov](http://www.ed.gov)). For further details about Department of Education's involvement in Learning Registry and related initiatives, please contact the Department's Office of Education Technology. For further information and contact with collaborators using Learning Registry, visit the community website [www.learningregistry.org](http://www.learningregistry.org).

## **Justice Department Research Shows That School-Level Interventions Reduce Dating Violence by up to 50 Percent**

On November 9, The Department of Justice announced new research from the National Institute of Justice (NIJ) that finds school-level interventions reduced dating violence among middle school students by up to 50 percent in 30 New York City public schools. This study was originally conducted by the Police Executive Research Forum and funded by the National Institute of Justice, the research arm of the U.S. Department of Justice. The study used a multi-level, randomized control trial to find out what is effective in preventing dating violence and sexual harassment among over 2,500 sixth- and seventh-grade students. “The success of school-level interventions is particularly important because they can be implemented with very few extra costs to schools. The scientific methods in this study were rigorous,” said John H. Laub, Ph.D., Director of the National Institute of Justice. “They show the potential for science to support successful, cost-effective options.” School-level interventions include using temporary school-based restraining orders, higher levels of faculty and security presence in areas identified as “hot spots,” and posters to increase awareness and encourage reporting of incidents to school officials.

**WHERE:** <https://www.ncjrs.gov/pdffiles1/nij/grants/236175.pdf>

**SOURCE:** The Office of Justice Programs (OJP), headed by Assistant Attorney General Laurie O. Robinson, provides federal leadership in developing the nation's capacity to prevent and control crime, administer justice, and assist victims. OJP has six bureaus and offices: the Bureau of Justice Assistance; the Bureau of Justice Statistics; the National Institute of Justice; the Office of Juvenile Justice and Delinquency Prevention; the Office for Victims of Crime; and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking (SMART). More information about OJP and its components can be found at <http://www.ojp.gov>.

## **HHS' CDC Announces New Report--"Understanding Evidence Part 1: Best Available Research Evidence. A Guide to the Continuum of Evidence of Effectiveness"**

A new report released by [the Centers for Disease Control and Prevention](http://www.cdc.gov) (CDC), *Understanding Evidence, Part 1: Best Available Research Evidence*, aims to explain the purpose and meaning of the *Continuum of Evidence of Effectiveness*, a tool that was developed to facilitate a common understanding of what the best available research evidence means in the field of violence prevention. This *Continuum* also serves to provide common language for researchers, practitioners, and policymakers in discussing evidence-based decision making. Increasing emphasis has been placed on the importance of evidence-informed prevention strategies and evidence-based decision making. Definitions of what constitutes "evidence" have been debated, but most agree that evidence is extremely important for researchers, practitioners, and policymakers charged with the task of making decisions around the funding and implementation of violence prevention strategies. "Understanding Evidence Part 1: Best Available Research Evidence. A Guide to the Continuum of Evidence of Effectiveness" is a publication of the National Center for Injury Prevention and Control, Centers for Disease Control and Prevention and is available on-line by visiting:

[http://www.cdc.gov/ViolencePrevention/pdf/Understanding\\_Evidence-a.pdf](http://www.cdc.gov/ViolencePrevention/pdf/Understanding_Evidence-a.pdf).

**SOURCE:** U.S. ED's OESE's OSHS' Higher Education Center/News e-Digest, November 4, 2011

## **New Juvenile Victimization Questionnaire Released as a Supplemental Tool to the National Survey of Children's Exposure to Violence**

As a supplemental tool to the National Survey of Children's Exposure to Violence (NatSCEV), the Crimes against Children Research Center has released the Juvenile Victimization Questionnaire-2nd Edition (JVQ-R). The JVQ-R2 is free and available online at:

[http://www.unh.edu/ccrc/jvq/available\\_versions.html](http://www.unh.edu/ccrc/jvq/available_versions.html). The questionnaire, which is the core of NatSCEV, attempts to document the full range of victimization that youth experience, including conventional crime, maltreatment, peer and sibling victimization, sexual victimization, witnessing, and other exposure to violence. Moreover, it can help practitioners determine youth's needs, assess whether victimization programs are effective, raise awareness on youth victimization, and improve victimization research.

### **Resources:**

For more information about the JVQ-R2, go to: [www.unh.edu/ccrc/jvq/index\\_new.html](http://www.unh.edu/ccrc/jvq/index_new.html).

To view and download publications from the National Survey of Children's Exposure to Violence series, visit: [www.ojjdp.gov/publications/PubResults.asp?sei=94](http://www.ojjdp.gov/publications/PubResults.asp?sei=94).

## **New HHS' CDC Report Shows that the Number of Prescription Painkiller Deaths More Than Tripled in Last 10 Years**

The number of Americans who died from overdoses of prescription painkillers more than tripled in the past decade, according to the Centers for Disease Control and Prevention (CDC). More people now die from painkillers than from heroin and cocaine combined. An estimated 14,800 people died in the United States from painkiller overdoses in 2008, a more than threefold jump from the 4,000 deaths recorded in 1999, the CDC said in a new report. Prescription and illegal drugs caused 36,450 deaths in 2008, compared with 39,973 deaths from motor vehicle crashes, according to the Associated Press. "Prescription drug abuse is a silent epidemic that is stealing thousands of lives and tearing apart communities and families across America," Gil Kerlikowske, Director of National Drug Control Policy, said in a CDC news release ([http://www.cdc.gov/media/releases/2011/p1101\\_flu\\_pain\\_killer\\_overdose.html](http://www.cdc.gov/media/releases/2011/p1101_flu_pain_killer_overdose.html)). He noted health care providers and patients should be educated on the risks of prescription painkillers.

"Parents and grandparents should properly dispose of any unneeded or expired medications from the home and to talk to their kids about the misuse and abuse of prescription drugs," he noted.

For the complete CDC Report, please visit:

[http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6043a4.htm?s\\_cid=mm6043a4\\_w](http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6043a4.htm?s_cid=mm6043a4_w).

**SOURCE:** Join Together Daily News (the Partnership at Drugfree), November 4, 2011

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## **Funding Resources**

### **Burpee Home Gardens "I Can Grow" Youth Garden Awards**

Burpee Home Gardens is now accepting applications for the 2012 "I Can Grow" Youth Garden Award to support urban school and community gardens across the United States. The award will be presented to gardens that demonstrate well-developed plans for a youth-centered educational program, with an emphasis on nutrition and food production, environmental awareness, social responsibility and scholastic integration. Two grand prize winners will be awarded up to 500 vegetable and herb plants, \$2500 in garden supplies, on-site assistance and a video camera to document the process. Three runners up winners will receive 500 vegetable and herb plants and a video camera. Schools, youth groups, community centers, public garden organizations, and others interested in supporting urban youth garden programs in the U.S. are eligible to apply.

**Deadline:** December 23, 2011

Please contact Burpee Home Gardens for more information and to apply for this funding:

<http://burpeehomegardens.com/ICanGrow/YouthGardenAward.aspx>.

### **William T. Grant Foundation Investigator Initiated Grants**

The William T. Grant Foundation supports research to understand and improve the everyday settings of youth between the ages of 8 and 25 in the United States. The grant program is designed to support high-quality research projects that increase the understanding of how youth social settings work, how they affect youth development, and how they can be improved. Multiple grants averaging from \$100,000-600,000 over 2 to 3 years will be awarded. Eligible applicants must be employed at a nonprofit institution, and proposed projects must be consistent with the foundation's current research interests and address issues that have relevance for theory, policy, and/or practice affecting the settings of youth ages 8 to 25 in the US.

**Deadline:** January 5, 2012 (Letters of Inquiry)

Please contact the William T. Grant Foundation for more information and to apply for this funding:

[http://www.wtgrantfoundation.org/funding\\_opportunities/research\\_grants/investigator\\_initiated\\_grants](http://www.wtgrantfoundation.org/funding_opportunities/research_grants/investigator_initiated_grants)

### **ARAMARK Building Community Innovation Awards**

ARAMARK Building Community is ARAMARK's signature philanthropic and volunteer program designed to enrich the lives of disadvantaged families by strengthening community centers' ability to engage residents and community leaders to create neighborhood change and lasting opportunity. The Building Community Innovation Awards recognize excellence in innovation and programming by local community centers. Three \$20,000 grants will be awarded to innovative programs that demonstrate an effective way to increase efficiency, impact or scale within their community. Additionally, one \$40,000 grant will be awarded to an outstanding executive that demonstrates an active voice on behalf of community centers. Ideal candidates will

demonstrate a comprehensive understanding of local underserved populations, support services, innovative program components, and strong community partnerships.

**Deadline:** January 12, 2012 (Program Grants)

Please contact ARAMARK Building Community for more information and to apply for this funding: <http://www.aramarkbuildingcommunity.com/>

**SOURCE:** The Center for Health and Health Care in Schools (CHHCS), The Weekly Insider, November 10, 2011

### **Luther I. Replogle Foundation Grants for Youth Services**

The Luther I. Replogle Foundation focuses its giving on programs addressing the needs of youth and women with children living in (or at risk of) long-term poverty, especially children of inner-city residents. The Foundation gives strong preference to innovative programs and organizations with small or modest operating budgets located in Chicago, IL, Minneapolis, MN, and Washington, DC. Award amounts vary. Nonprofit organizations are eligible to apply.

**Deadline:** February 15, 2012 (Letter of Inquiry)

Please contact the Luther I. Replogle Foundation for more information and to apply for this funding: [http://www.lirf.org/grant\\_guidelines.php](http://www.lirf.org/grant_guidelines.php).

**SOURCE:** The Center for Health and Health Care in Schools (CHHCS), The Weekly Insider, November 3, 2011